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ABSTRACT

The purpose of this project was to develop a computerized videotape catalog and booking system to serve school personnel in the 109 schools of Pinellas County, Florida. This system was designed to eliminate manual file maintenance, decrease time spent in booking, shipping, and receiving videotapes, and reduce the cost of producing and updating videotape catalogs. Results of the interviews and survey conducted during the 6-month period following the introduction of the system indicated that booking procedures were simplified and confirmations were made more rapidly. Professional staff time involved in manual file maintenance was eliminated, and booking, shipping, and receiving time was reduced. The respondents to the questionnaire provided evidence that the videotape microfiche catalog and booking system were more effective than the manual system, and production costs for the new microfiche catalog were less than for the previous catalogs. This system was adopted for permanent use in the Pinellas County School District. Twenty-two references are listed. (Author/LLS)

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ED215663

DEVELOPMENT OF A COMPUTERIZED SYSTEM TO CATALOG AND BOOK VIDEOTAPES

by

Richard Lee Brunk

A thesis project submitted in partial fulfillment of the requirements for the degree of Educational Specialist in the Department of Library, Media, and Information Studies in the University of South Florida

December, 1981

Major Professor: Dr. Fred C. Pfister

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An Abstract

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ABSTRACT

The purpose of this project was to develop a computerized videotape catalog and booking system to serve school personnel in the 109 schools of Pinellas County, Florida. This system was designed to eliminate manual file maintenance, decrease time spent in booking, shipping, and receiving videotapes, and reduce the cost of producing and updating videotape catalogs.

In March, 1980, a planning committee was organized to determine the kinds of tapes to be included in the catalog, the data and elements needed for computer entry, the kinds of output, and the microfiche catalog format. A workform was prepared to record the data and elements for each videotape entry. Trial terminal entries were completed; then the remaining videotapes were entered into the terminal. Revisions were made as needed. Six months after the first microfiche catalog was produced for the school district media centers, an update was provided.

Interviews with the director of audiovisual services and the audiovisual and television supervisor was conducted during the six month period following the introduction of the videotape catalog and booking system. At the end of that time, a questionnaire was sent to the

forty-eight persons identified as users of the manual videotape catalog during the 1979-1980 school year. There was a 100 percent response. From these answers a comparison was made to find how well the new microfiche catalog and new computerized booking system for videotapes from the county media center were working and how these users felt about it.

Results of the interviews and survey indicated the booking procedures were simplified and confirmations were made more rapidly. Professional staff time involved in manual file maintenance was eliminated, and booking, shipping, and receiving time was reduced. The respondents to the questionnaire provided evidence that the videotape microfiche catalog and booking system were more effective than the manual system.

Production costs for the new microfiche catalog were less than for the previous catalogs.

This system was adopted for permanent use in the Pinellas County Schoool District and could be easily adapted by other institutions with computer capabilities.

Abstract approved: Fred C. Pfister
Major Professor

10/6/81
Date of Approval

INTRODUCTION

The purchase of audiovisual materials, including videotapes, represents a substantial investment and a continual growth in the collection of software.

Surveys made by the National Center for Educational Statistics show an increase of over 2.8 million dollars for the purchase of audiovisual materials by public school media centers between 1974 and 1978.[1, 2] According to an American Library Association survey, only fifty-four (40 percent) of 135 public libraries surveyed made any attempt to catalog their video materials. Of the fifty-four, classification and descriptive cataloging were performed by twenty-seven libraries, while the remainder used simplified cataloging or title listings only.[3]

As with public libraries, there are school media centers that not only have uncataloged videotape collections but also have entire "nonprint collections which remain uncataloged." One reason for this is that the media center personnel lack professional preparation and experience in selecting and applying nonprint material codes.[4] According to Pergeau,[5] cataloging of audiovisual materials has always required more time and effort than print materials. This may be so, in part because complete bibliographic

information about audiovisual materials, including videotapes, is provided neither in bibliographic tools (which are not always reliable), nor on the material. Consequently, previewing the material becomes necessary. Despite the problems encountered in cataloging non-print materials, media personnel need to be aware that:

> The emergence of an increasing number of totally unified resource centers, which combine services for book and non-book materials, has increased the need for an effective cataloging system for audiovisual materials.[6]

As a result of a rapidly growing videotape collection, the Pinellas County (Florida) District Media Center needed an improved videotape cataloging and booking system that would economically and effectively serve the school system. This paper reports the development of that project, a computerized videotape catalog and booking system.

PART I

THE BACKGROUND OF THE PROBLEM

The basic problem for this study was identified while the writer, a public school media specialist, was engaged in a field study at the Pinellas County School District Media Center. It was observed that because of the rapid growth in the videotape collection, managerial problems had arisen. The major problems were (1) the great amount of time that was required to maintain the manual files for booking, shipping, and receiving videotapes and (2) the high cost of producing and updating videotape catalogs for school personnel within the 109 schools of Pinellas County.

In January of 1980 this situation was discussed with Carl Hoffman, director of audiovisual services for Pinellas County District Media Center. He believed that the computer capabilities available in the county would make it possible to develop a cataloging and booking system for videotapes that would minimize these problems. As a result of our meeting, he formed a committee to develop a plan for a computerized videotape catalog and booking system and asked the writer to serve on that committee.

The committee recommended a plan, which was implemented by this writer as a project in partial fulfillment of the requirements for the degree of educational specialist.

The planning committee established the seventeen data elements which were to be included for each videotape entry in the computerized catalog and the catalog format that was divided into three sections. A master print-out catalog for district media center personnel and reproductions of the master catalog to produce microfiche catalogs were to be a part of the plan.

It was further decided that the booking system, in addition to the procedures for scheduling videotapes, would need (1) delivery lists with information necessary for shipping the videotapes from the district media center to the schools, (2) return lists of videotapes that are to be sent back to the district media center from the schools, (3) shipping labels for attaching to the outgoing videotape containers, and (4) videotape usage lists by schools, by producers, and by titles.

The cataloging process and terminal entries of the 429 videotapes involved approximately 240 hours of work.

The director of audiovisual services for Pinellas County believes this computerized videotape catalog and booking system can be adapted for use by other schools, public libraries, hospitals, and other businesses that use videotapes and/or other audiovisual materials.

The Comparison of Similar Projects

Among the eighteen cataloging systems identified in the literature, four had data elements that were applicable to this project. The key punch systems of Pueblo, Arizona;[7] Eau Claire,[8] Madison,[9] and West Bend,[10] Wisconsin, are compared to the Pinellas County project in Figure 1.

Among the aforementioned systems, the elements of the catalog that are similar to the Pinellas County model are identified below:

The Pueblo School System was the only one that used an acquisition year, copy number, funds source, physical specifications, and producer/distributor. Two used the grade level and time (length of material). Three systems used a media code, and Eau Claire used a complete spelling of the media type. Four systems used the Dewey number and title listings.

These four systems differ from the Pinellas County model because they include all types of audiovisual materials in their catalogs. Moreover, the accession number, acquisition code (i.e., purchase, gift, etc.), expiration year, number of containers, and the summary and/or contents were not used by these four systems. In the Pinellas County videotape catalog these elements are essential for location in the computer and on the storage shelves.

The director of audiovisual services believes the accession number is essential in cataloging videotapes since this number indicates how many different titles are under a

particular Dewey classification (See page twenty, sequence number). This number is also essential in locating and shelving a specific title. The acquisition code provides information that the accounting department requires.

The expiration year is helpful in indicating the age of a tape. Because videotapes are not easy to browse through, the summary and contents are considered essential. A brief summary note and list of contents provides the potential users with information to help inform them about the videotape program.

Data	Pinellas County	Pueblo	Eau Claire	Madison	West Bend
Accession number	X				
Acquisition code	X				
Acquisition year	X	X			
Copy number	X	X			
Dewey number	X	X	X	X	X
Expiration year	X				
Funds source	X	X			
Grade level	X	X	X		
Media code/type	X	X	X	X	X
Number of containers	X				
Physical specifications	X	X			
Producer/ distributor	X	X			
Summary/contents	X				
Time (length of material)	X	X		X	
Title	X	X	X	X	X

Figure 1. Comparison chart of catalog data

The Review of Literature

Before computerizing a videotape catalog, the planning committee should consider the catalog form to be used, its costs, and other benefits to be derived from automating. In addition, the elements to be included in the cataloging is another important consideration. Staff training sessions should be scheduled to assure a smooth transition, according to Gavin.[11]

When comparing production costs of Xerox copies, offset printing, and microfiche, exclusive of computer time costs, Malinconico[12] projected the microfiche publication to be one twenty-seventh the cost of an equivalent printed publication. Malinconico and Fasana,[13] in another example, deal exclusively with relative costs as they compared four major catalog forms--card, printed, microfiche, and on-line. Their calculations, showing comparative costs, includes capital investments, maintenance and operation, and reveal that microform involves the lowest cost for short term (i.e., up to 13 years). When the costs of the microform and on-line catalogs are compared at the thirtieth year of operation, the cost of the microform catalog is 40.8 percent more than the on-line catalog. On the other hand, the microform catalog is 34 percent less expensive to produce after thirty years than the printed book catalog.

Malinconico and Fasana[14] compared the cost of producing four copies of a six-hundred page bibliography. If printed on four-ply paper, the blank paper alone would cost

approximately $15.67. If done on microfiche, the master copy would cost $10.50 and three additional copies would cost $1.35. The total cost of the four copies on microfiche would be $3.82 less than just the blank paper for the same number of printed copies.

Snyder,[15] Wilk,[16] and Hawken[17] supported microfiche as being more cost effective than printed forms.

Those planning an automated catalog are particularly interested in how the change will affect their staff. Automation has eliminated the need for many professional catalogers, and staff reduction is an expected "by product" of the shift to automation. This conclusion is based on the article which summarized the Spyers-Duran[18] survey on 130 head catalogers in state-supported academic libraries. Berman,[19] as reported in the Library Journal, on the other hand, contended that automated cataloging needs more staff, not less. Sanders[20] analyzed thirty-two companies and found 90 percent of them reduced their number of employees or found the same number of employees could accomplish more work with computerized systems.

The advantages Coleman and Spencer;[21] Snow, Lelvis and Kovac[22] noted when they computerized their video catalog includes:

1. easy updating
2. reduced clerical work
3. better use of personnel time
4. more reliable processing of data

5. stabilized publishing costs

Lawrey et al[23] interviewed bank tellers before and after automation and found employees had a more positive attitude toward co-workers and felt a more personal responsibility for the quality of their work when they used the computer system.

Aveney and Ghikas[24] summarized a study designed to measure the reactions of 600 users of the microfiche catalog at the Los Angeles County Public Library. This study indicated 75.8 percent of the users favored the microfiche catalog when compared with book and card catalogs in terms of time, difficulty, and readability. The study also confirmed the hypothesis that microfiche catalogs increase patron use of the catalog. Training the staff, correct reader installation and its illumination, and complete information about the catalog are as essential as microfiche publication and readers.

When considering a change in the type of catalog to be used, particularly to a machine-readable form, careful consideration should be given to the elements for each entry. In a survey conducted at the University of Southern California School of Library Science, CHWE[25] reports the data elements most useful for books in a microfiche catalog. The elements ranked by importance are as follows:

1. Heading (author's name)
   (Tie) Title
2. Date of publication
3. Edition statement
4. Imprint
5. Publisher

6. Notes
7. Tracings
8. Author statement (in the body)
9. Place of publication
10. Collation
11. Series statement
12. ISBN (International Standard Book Number)

The call number was considered to be an "indispensable element." Only essential information should be included in catalog entries, thereby making the microfiche catalog more economical to produce and easier to use. Though this study was conducted specifically for books, these elements with adaptation (e.g., producer instead of publisher) could be used in a computerized videotape catalog.

According to the article which summarized the study of Spyers-Duran,[26] automation is being considered by librarians and associations not as something just bigger and better but as a measure of efficiency and excellency in the productivity generated.

PART II

THE METHODOLOGY

In January, 1980, a new edition of the printed videotape catalog was distributed to the Pinellas County Schools. Subsequently more videotapes were added to the collection. The director and supervisor of audiovisual services were concerned that as the collection grew and interest in utilizing the videotapes increased, greater demands would be placed upon personnel to process and handle requests for the videotapes.

A computerized system for the videotape collection was seen by the planning committee as a workable plan in terms of economics and efficiency.

Carl Hoffman, director of audiovisual services, Bob Anderton, audiovisual and television supervisor, and the writer in consultation with Russ Clark from data processing formed the planning committee. From our discussions the following objectives were developed:

1. To eliminate time spent in manual file maintenance (i.e., preparing new cards, updating files, filing cards)
2. To relieve professionals from doing routine clerical chores (i.e., manually booking tapes for users)

3. To reduce the cost of producing a videotape catalog by converting to microfiche
4. To speed up and simplify booking procedures (With automation this can be accomplished in a few seconds compared to a minimum of three days with the manual system.)
5. To permit identification of the status of any tape within the system (Through automation it can be determined instantly whether a tape has been withdrawn, when it is available for use, and what school has a particular tape.)

The Major Steps for Implementation

The Strategy flow chart in Figure 2 illustrates the order of the major steps for implementation as they occur in the development of the project. These steps are described below:

1. Planning Committee The committee determined the kinds of tapes included in the catalog, the catalog data needed for computer entry, the kinds of output, and the catalog format.
2. Workform The workform in Figure 3 was the source from which the recorded information was entered into the computer. A workform was completed for each videotape.

3. Terminal Entries Upon completion of the work-form, the terminal operator typed in the codes and other descriptive information in their proper sequence.
4. Master File After the catalog data had been entered into the terminal, the information went into the master file where a back-up tape recorded each entry.
5. Sorting Process This process was done by data processing. Depending on the format and information needed, a program was written.
6. Computer Output These consisted of printed labels and print-outs for the delivery, return, and usage lists as well as for master catalogs. The microfiche catalogs were produced from a master catalog print-out.

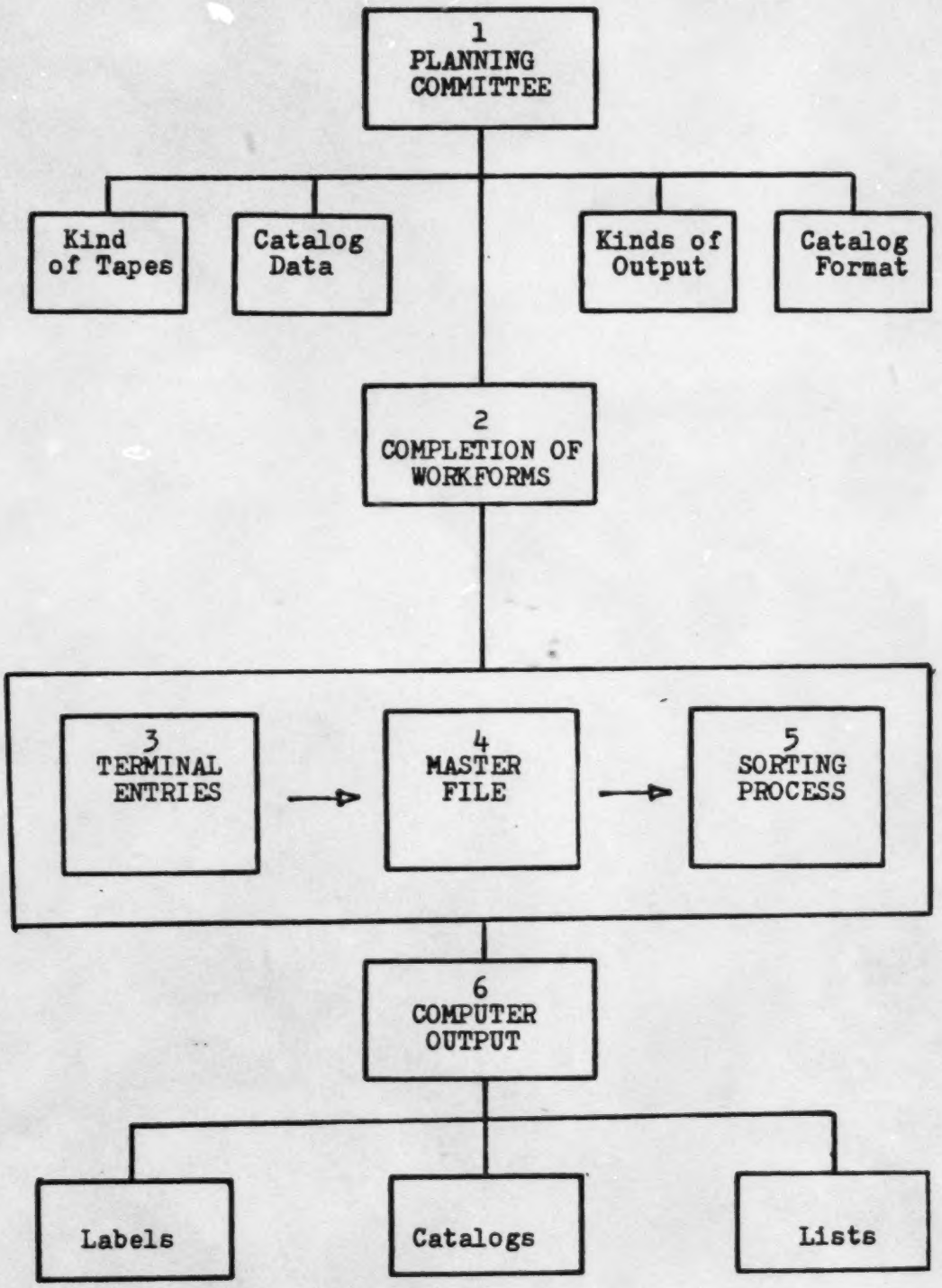

Figure 2. Strategy flow chart

IDENT. NO.						CopyNos.	Total Copies	Funds	Acq. Code	Acq. Year	Exp.Year
Title:											

Lesson number(s):	Co.	Time	Con.	B/W Col.	Si. Sd.	Gr. Level

Description:

Figure 3. Workform

The Catalog Format and Computer Outputs

The format of the catalog was divided into three sections: the subject index, subject list, and the alphabetical title list. Copies of these appear in Tables 1, 2, and 3 in Appendix 1.

Designed to assist users unfamiliar with Dewey classes, the subject index also indicated the subject areas in which videotapes were available.

The Dewey number subject list was the second listing, using the Dewey number for the subject arrangement. When the user finds a title appropriate to the subject, he/she may go to the alphabetical title index to find a summary and/or contents of the videotape.

The alphabetical title list contained a brief description of each videotape and was to be the main part of the catalog.

A print-out served as a master list for the district media center, shown in Table 4, Appendix 2. The microfiche catalog was produced from a master list for school use.

Other computer outputs consisted of the following:

1. The Delivery list, Table 5 in Appendix 2, lists the videotapes scheduled to be delivered two days later. It was used to identify the videotape to be pulled from the shelves the following day.
2. Return list, Table 6 in Appendix 2, lists the videotapes that were scheduled to return two

days from the date the list was printed. As videotapes were returned, they were checked off this list and re-shelved after the shipping label was stamped "VOID."

3. Videotape usage lists, Tables 7, 8, and 9, in Appendix 2, are statistical reports printed to show videotape usage by schools, producers, and titles.
4. Container labels, Table 10 in Appendix 2, one for each videotape, gave the route number, identification number, title, destination, delivery and return dates. The self-adhesive label was applied to the container for shipping.

The Terminal Entry Descriptions

Codification of data is required in a computer system. For each videotape, information is entered onto a workform to be transferred into the terminal. Following is an explanation of the codes and elements used to produce the computerized catalog and print-outs.

Identification Number

It was essential to know the number which identified a specific videotape in order to schedule this medium for use. This identification number also labeled it for storage and retrieval within the instructional media center. A combination of nine alpha numeric codes comprised the identification number: media codes, classification number,

sequence number, plus characters allowed for the copy number. The primary purpose of this identification number was to identify a unique videotape program. As each of these codes, elements, and/or numbers is explained, it will be underlined to correspond with the underlined item in the example.

Example:

VT372-1-075-01

Media Codes. A general designator indicates the medium or class to which it belongs. Videotape was selected as the example in the following identification number. This code of two letters, VT, represents the general designator. The specific designator, identifies a particular format. Since the catalog contains only 3/4" U-Matic cassette programs, the code for cassette videotape was indicated by the numeral 1 which was located to the right of the Dewey number. This numeral was also helpful when locating or shelving videotapes. When other specific videotape formats are added, they will be assigned a different numeric code.

Example:

VT372-1-075-01

Classification Number. The Dewey Classification used for each videotape was assigned a number from the third summary. These three numbers of the identification number provided an idea of the subject of a given program. In this

example, the Dewey number 372 was assigned to elementary education. In storing and retrieving the tape, the Dewey number also indicated the general shelving location.

Example:

VT372-1-075-01

Sequence Number. The sequence number was solely an accession or counting number and made up the next three digits of the identification number. It also indicated how many different titles were under a given Dewey number (e.g., 372-1-001-01 was the first title in the 372's; 372-1-002-01 was the next title in the section; 372-1-003-01 was the third title). The 372-1-001-01 title listed was the oldest in the 372 section while 372-1-075-01 was the newest title received. In the example this is the seventy-fifth videotape in the 372 section.

Example:

VT372-1-075-01

Copy Number. The copy number was a two-digit number and was used to identify the number of duplicates available. This copy number was recorded on the resident disc file and appeared on the terminal screen but was not manifested in the fiche catalog. When the proper data were entered in the computer terminal, the computer would select the copy number after the one last booked if there were more than one copy.

Example:

VT372-1-075-01

Descriptive Codes and Elements

The descriptive elements were independent of the identification number. The descriptive cataloging information used to further identify videotapes was Title, Lesson Number, Producer/Distributor, Physical Description, and Notes.

Title. As a general rule for videorecordings, the title was the main entry. This was due to the diffusion of responsibility. "In most instances, numerous people and many different groups contribute in various ways to the creation of the intellectual or artistic content of a motion picture or recording."[27] The title was located to the extreme left and one line above the identification number. Forty-nine places including spaces were allowed for the title and lesson number(s).

Example:

WRITE NOW
VT372-1-075-01

Lesson Number. Placed to the right of the title, the lesson number was indicated with the arabic numerals for those videotapes that were part of a series. Lesson numbers below nine had a minimum of two digits, i.e., 01, 02, etc. (Data processing failed to provide information regarding

the two digit numbers. This created filing problems until the zeros were inserted--lessons were out of sequence.) When several lessons in the series were recorded on a videotape, those numbers were indicated by 01-04, 05-07, 08-10, etc.

Example:

WRITE NOW. 01-04
VT372-1-075-01

Producer/Distributor. The main purpose of identifying the producer or distributor was to provide the source for additional copies.

The producer or distributor was indicated by an alphabetic code. These codes were devised by using main letters in the name of the producer or distributor. Following is a sampling of the codes used:

Code	Producer/Distributor
AIT	Agency for Instructional Television
FITS	Florida Instructional Technology Services
PCS	Pinellas County Schools
VRD	Videorecorded

Example:

WRITE NOW. Lesson 01
VT372-1-075-01 FITS

Physical Descriptions. Just under the producer/distributor code on the right were four different codes that gave the special characteristics of the videorecording.

These physical details included the number of minutes, the number of containers, the image code, silent/sound, and the grade levels.

The number of minutes indicated the total recorded time on the videotape. This numeric designation was the first three digits located on the line just under the producer code.

Example:

WRITE NOW. Lesson 01	FITS
VT372-1-075-01	046-1-2-2-00/05

There was only one container for a videotape cassette so this was assigned the numeral 1.

Example:

WRITE NOW. Lesson 01	FITS
VT372-1-075-01	046-1-2-2-00/05

The image code was either color or black and white. It was indicated by a single number and was placed right of the container code. Black and white was indicated by a 1 or color by a 2. In this example the videorecording was in color (i.e., 2).

Example:

WRITE NOW. Lesson 01	FITS
VT372-1-075-01	046-1-2-2-00/05

The next code, silent/sound, was indicated by a single number--silent, 1 or sound, 2. In this example there is sound (i.e., 2).

Example:

WRITE NOW. Lesson 01 — FITS
VT372-1-075-01 — 046-1-2-2-00/05

The last digits to the right of the silent/sound code indicated grade levels (i.e., elementary, middle and high school, or adult).

Elementary School	
Primary	00/03
Intermediate	04/05
Middle School	06/08
High School	09/12
Adult	13

Most of the programs included several grade levels; therefore, one had to use the two digits to the left--the lowest grade level--and end with the two on the right of the slash--the highest grade level (e.g., 00/05 or 04/08).

Example:

WRITE NOW. Lesson 01 — FITS
VT372-1-075-01 — 046-1-2-2-00/05

Notes. A summary or a listing of the contents was given for each tape in the alphabetical title listing. The summary and/or contents should be brief and clearly stated yet provide sufficient detail to inform the reader about the video program, as in Table 3 alphabetical title list, in Appendix 1. Eight lines with sixty-eight places on each line were allowed for the description including spaces and punctuation. In this series there are twenty-five lessons. Each lesson ranges in length from fifteen to twenty minutes. The remaining minutes are devoted to Drills A & B. Roman

numerals in the contents were used to indicate the lesson number(s).

Example:

WRITE NOW. Lesson 01 FITS
VT372-1-075 046-1-2-2-00/05

25 FIFTEEN TO TWENTY MINUTE LESSONS DEVELOPED TO INTRODUCE PARTICULAR CURSIVE LETTERS AND NUMBERS TO PRIMARY AND INTERMEDIATES. ALSO TWO PRACTICE DRILLS. CONTENTS, I-REVIEW MANUSCRIPT: DRILLS A & B-REVIEW MANUSCRIPT

Example:

WRITE NOW. Lesson 02 FITS
VT372-1-076 038-1-2-2-00/05

25 FIFTEEN TO TWENTY MINUTE LESSONS DEVELOPED TO INTRODUCE PARTICULAR CURSIVE LETTERS AND NUMBERS TO PRIMARY AND INTERMEDIATES. ALSO TWO PRACTICE DRILLS. CONTENTS, II-RECOGNITION OF CURSIVE: DRILLS A AND B-RECOGNITION OF CURSIVE

Example:

WRITE NOW. Lesson 03 FITS
VT372-1-077 045-1-2-2-00/05

25 FIFTEEN TO TWENTY MINUTE LESSONS DEVELOPED TO INTRODUCE PARTICULAR CURSIVE LETTERS AND NUMBERS TO PRIMARY AND INTERMEDIATES. ALSO TWO PRACTICE DRILLS. CONTENTS, III-TRANSITION: DRILLS A AND B-TRANSITION

Example:

WRITE NOW. Lesson 04 FITS
VT372-1-078 045-1-2-2-00/05

25 FIFTEEN TO TWENTY MINUTE LESSONS DEVELOPED TO INTRODUCE PARTICULAR CURSIVE LETTERS AND NUMBERS TO PRIMARY AND INTERMEDIATES. ALSO TWO PRACTICE DRILLS. CONTENTS, LOWER CASE IV-I, T, U, W. DRILL A-I, T. DRILL B-U, W.

Video art and music can present unique cataloging problems. Unlike films, videotapes in art and music are accessed more often by artist or composer than by title. In the Pinellas County videotape catalog, which lists videotapes by title, the notes area combines information about the content, and the person responsible for it.

Example:

ART AND ARTISTS, 01-03 FITS
VT701-1-001 020-1-2-2-04/13

THIRTY-THREE 20 MINUTE LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALTIES. CONTENTS: I-LUIS CARLOS RODRIGUES, COMMERCIAL PAINTING; II-HAL MCINTOSH, PAINTER; III-DORIS LEEPER, PAINTER AND SCULPTOR.

Example:

ART AND ARTISTS, 04-06 FITS
VT701-1-002 020-1-2-2-04/13

THIRTY-THREE 20 MINUTE LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALTIES. CONTENTS: IV-BOB SINGLETON, PAINTER; V-DOT BOOTH, PAINTER; VI-ELSIE SHAW, PAINTER AND SCULPTOR.

Additional Codes. Four additional codes were recorded on the workform in Figure 3 and were entered into the terminal but did not appear in the microfiche catalog.

Acquisition Code. This code indicated how the tape was acquired:

1. Purchase
2. Rent-to-own
3. Lease
4. Gift

5. Bonus

6. Dub

Acquisition Year. This code was given for the purpose of showing the date that the videorecording was entered into the media center library. If it had been acquired sometime during the 1980-81 school year, the year 1980 was used as the acquisition year.

Expiration Year. This code was also recorded on the workform for each videotape and entered into the terminal. An estimated life of a recording is five years, however, depending upon its use, the time could vary.

Funds Source Code. This code showed the source from which videotapes were obtained:

0. Donation

1. County

The preceding examples provide an explanation of the codes and information to complete the workform for the videotapes of the Pinellas County School System.

When the catalog format was designed and the data and elements to be included on the workform were agreed upon, the programmer-analyst provided the following master record layout in Figure 4.

Position	Data
1-9	Identification Number
10-11	Copy number
12-60	Title
61-64	Producer/Distributor
65-67	Time (minutes of recorded program)
68	Number of containers
69	Black/white or color (1 or 2)
70	Silent/sound (1 or 2)
71-74	Grade levels (like 0005)
75	Acquisition code
76-77	Acquisition year
78-79	Expiration year
80	Funds source
81	Availability status (u for unavailable)
82-83	Number of copies
84-86	Number of requests
87-89	Number of times scheduled
90-349	Calendar
350-400	Filler

Figure 4. Master record layout

The Cataloging Process

The Planning project chart in Figure 5 identifies the major tasks in cataloging the district media center's videotapes and projects the time when various tasks were completed. These tasks were performed on a part-time basis since those working the project were engaged in other full-time work responsibilities. Therefore, in order to complete the project, it was anticipated the work would extend over a period of four months.

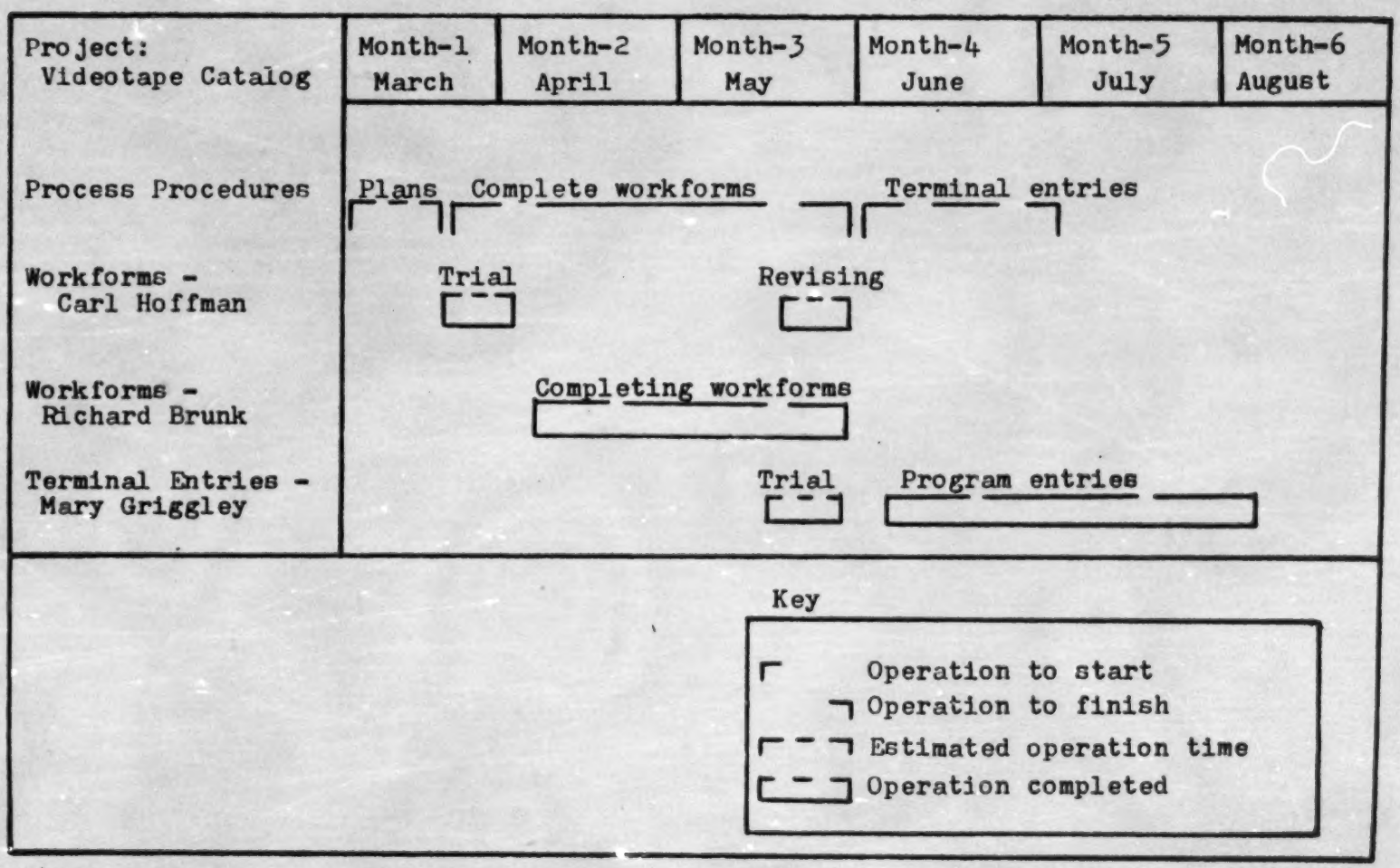

Figure 5. Planning project chart.

Completing the Catalog Process

1. A workform for each videotape was completed. Seventy-two single videotape programs, three hundred fifty-seven lessons of selected series, plus additional copies of some of the more popular program titles were cataloged. The writer completed most of these workforms except for the trial workforms that were completed by the director of audiovisual services.
2. The descriptive cataloging data were taken from one of several of the following sources:
   1. The tape itself
   2. The producer's or distributor's catalog
   3. The latest videotape book catalog
   4. The card file
3. The completed workforms were given to the terminal operator. From the workforms the data were entered into the Honeywell 7700 terminal. After the trial entries proved satisfactory, the data about each of the remaining tapes were entered into the terminal except for the summary and the content information which were added later. As soon as the data and elements were entered into the computer, tapes could be booked by automation.
4. When the data entered the terminal, the information was transferred to the disc file which in turn provided the information necessary to produce the

microfiche catalog and other computer print-outs (i.e., labels, and various lists).

The Computerized Booking System

Basic to the computerized booking system is the videotape master file--a disc-resident file containing a record for each copy of every videotape in the district media center. When a videotape is booked, a tape record of the transaction is made. Every night the entire file is copied on tape for back-up.

When a user wants to schedule a videotape, an order form is completed with the following information: (1) identification number (2) title (3) request date and alternate dates and (4) borrower's name. Space is provided on the form for the delivery and return dates. These forms are prepared by media personnel in each school.

The user gives the completed videotape request form(s) to the media specialist who calls the media center on a special telephone line. Each school is assigned specific times to call. In addition, an open call-in time of forty-five minutes is provided for the schools each day. The media specialist gives the terminal operator the identification number of the videotape. The operator enters the data into the computer through the terminal. The computer responds and the terminal screen is illuminated with information showing the videotape number, title, other descriptive cataloging data, the calendar bookings for the preceding

month, the specified month, and the following month. The operator reads the title back to the media specialist to verify that the identification number corresponds with the title appearing on the videotape request form held by the media specialist. If verification occurs, the scheduling procedure continues. With the calendar illuminated, the operator discusses with the media specialist the best possible group of days for showing the videotape.

In addition, there must be one prior day for delivery to the school and one following day for return to the county media center, which requires an additional two days for processing. Each videotape scheduled is thereby in circulation for a minimum of six working days per booking.

If there is more than one copy, the copy after the last one booked will appear on the terminal screen. If a copy is already booked and other copies exist, the terminal operator displays the calendars for these other copies to determine if the dates requested are available. If the requested dates are not available, alternate dates are recommended. With dates agreed upon, the date and number of days are entered in the terminal and the computer returns an updated calendar showing the transaction just completed. The operator verifies the delivery and pickup dates with the media specialist. This procedure is followed for each videotape to be booked. Cancellations are handled in a similar manner. If the computer does not operate due to mechanical malfunctions or power failure, the bookings are manually

recorded until they can be entered in the terminal. The confirmations are then sent by inter-school mail to the respective school media specialists.

PART III

THE EVALUATION

The purpose of the evaluation was to determine if the computerized videotape catalog was functioning at the anticipated level of service--if not, why not, and what adjustments were needed to reach the objectives.

The Interviews

Interviews with the director of audiovisual services and the audiovisual and television supervisor were conducted to determine if the project was put into operation as scheduled, how effectively it was operating, and if any modifications were necessary.

These interviews revealed:

1. The automated booking system was operating efficiently. (i.e., manual file maintenance tasks were eliminated and the supervisor was relieved from clerical duties that were required with the manual system.)
2. Some of the summaries were too lengthy to be entered into the terminal and had to be rewritten. Eight lines of the sixty-eight places including spaces and punctuation were the maximum allowed for the summary and contents.

3. It was not realized until the sorting process was completed that a minimum of two digits was required when indicating the number of lessons on a tape. Lessons below ten were not prefixed with a zero. This caused the lessons to be out of sequence. Many, but not all, of these lesson numbers were corrected prior to the deadline for catalog production. All numbers have now been corrected according to the specifications under Descriptive Codes and Elements-lesson number(s).
4. Four different kinds of microfiche catalogs were produced--elementary, middle school, high school, and the entire collection. Three hundred twenty-five catalogs were purchased for a sum of $48.92. This price included the cost of the four master copies at $2.60 each. Each additional copy was twelve cents. In comparison, a local printer estimated the same information on a camera-ready copy with front and back covers and stapled would cost $800 for 325 copies. This represented a $751.08 savings in catalog production costs.

The Survey

To gather information about how the videotape microfiche catalog and the computerized booking system were working and how people felt about it compared to the manual system after six months' use, a questionnaire was sent to

the forty-eight users who had requested videotapes during the 1979-1980 school year. Three weeks later forty-three questionnaires had been returned, resulting in a response rate of 89.5 percent. In several instances the respondent did not answer all of the questions. Some respondents gave more than one answer for a question. Nine of the forty-eight respondents returned their questionnaire uncompleted stating they had not used the new computerized system. Telephone follow-up on the five who did not return the questionnaire revealed two were no longer in the school system. The other three had not used videotapes this year because the schools where they are currently teaching either do not have video equipment or the equipment was not working.

Therefore, every videotape user still in the school system who was identified from the requisition forms as a user of the manual videotape system in the 1979-80 school year provided information in this survey. In nine instances only the school's name and not the user's name was given on the requisition forms.

The five questions asked and a summary of the responses follow:

1. Do you find it difficult to locate the videotapes you want in the microfiche catalog? Twenty-five responded no. Reasons given by the seven who responded yes include:
   1. Difficulty in reading 3
   2. Inconvenient location of microfiche reader 2

3. Not knowing exact title of videotape 1

2. Is the format of the microfiche catalog satisfactory to you?

Twenty-five responded yes. The eight who responded no gave the following recommendations for improvement.

1. Printed catalogs for each teacher 4
2. Alphabetical subject arrangement 1
3. More frequent updating of catalog 1
4. Indicate age of tape 1
5. An index 1
6. Directions for use 1
7. Explanation of codes 1

3. Do you feel additional information about the videotape is needed?

Twenty-one responded no. The ten who responded yes felt the following information should be added.

1. Listing of approximate footage for lessons 1
2. More content information 3
3. Alphabetical subject headings 1

4. How long does it take you to receive your videotape booking confirmation with the computerized booking system compared to the manual system?

Twenty-six indicated the automated booking system took less time to receive the

confirmations while two indicated the same amount of time was taken. One respondent felt it took more time to book videotapes with the computerized system because you can call in only at certain times and the booking clerks sometimes punched in the wrong information resulting in an invalid number.

5. Has your use of videotapes increased or decreased over last year?

Without explanation eight respondents indicated their use had remained the same. The fourteen who increased their use of videotapes gave the following reasons.

1.	More tapes available	3
2.	Wider range of offerings	1
3.	New purchase of video equipment	3
4.	Increased promotion	1
5.	Good student response	1
6.	Modern	1

The eight who decreased their usage of videotapes gave five reasons.

1.	Unavailability of tapes on subject	2
2.	Unavailability of video equipment	3
3.	Insufficient copies	1
4.	Insufficient microfiche readers	1
5.	Inoperable equipment	3

During the first six months of last school year, those

who used the manual system booked 238 videotapes. To make a comparison, data processing wrote a program to determine the total number of videotapes that had been booked during the first six months of operating the computerized videotape system. The results from the usage list by schools, Table 7, show that 345 tapes had been booked or a forty-four percent increase over the previous year.

Conclusions and Recommendations

Conclusions. The conclusions that can be drawn from the evaluations are the following:

1. The audiovisual and television supervisor can devote more time to administrative matters since he has been relieved of manual file maintenance, booking, shipping and receiving the videotapes.
2. The cost of producing the microfiche catalog, plus an updated one, compared to the annual production cost of the printed catalog has resulted in a substantial savings of $702.16.
3. The arrangement of the catalog format and the ease of locating what was wanted by the users were most acceptable.
4. The greatest percentage of users felt the automated booking system was an advantage because they were able to receive their videotape confirmation rapidly.
5. This study indicates that videotape use has increased because of additional and wider

variety of videotape offerings, emphasis placed on using the tapes, and the availability of equipment.

It was the consensus of the planning committee that this computerized videotape catalog and booking system have achieved the objectives. The experiences in the development of this system and the percentage of favorable response from the users might make it readily adaptable to other educational institutions and industrial and audiovisual and television operations.

Recommendations. The production year code should appear on the microfiche catalog. If this code indicated the year of production in addition to the year of acquisition, it would provide more accurately the age of the production as compared to the sequence number which provides some idea of the program's age.

The media codes adopted for videorecordings should be those standards for general and specific media designations as recommended by the 1972 task force on Nonprint Media Guidelines.[28] That is:

VIDEORECORDING	VA
a. Electronic video	VE
b. Laser disc	VB
c. Videocartridge	VR
d. Videocassette	VC
e. Videodisc	VD
f. Videotape	VT

The planning committee recommends this system and hopes its experiences and accomplishments may help others in developing a videotape catalog and booking system.

FOOTNOTES

1. Nicholas Osso, Statistics of Public School Libraries Media Centers Fall 1974, cited by Robert David Little, "Public School Library Media Center Statistics Analysis of NCES Survey," The Bowker Annual of Library & Book Trade Information, 23d ed. (New York: R. R. Bowker Co., 1978), pp. 256-263.

2. Telephone interview with Robert Heintz, U.S. National Center for Education Statistics, Learning Resources Branch, Hyattsville, Maryland, 1 August 1980.

3. B. K. L. Genova, "Video, Cable Television and Public Libraries," Catholic Library World, 49 (March 1978): 324.

4. JoAnn V. Rogers, "Nonprint Cataloging: A Call for Standardization," American Libraries, 10 (January 1979):47.

5. Beverly Pergeau. Keeping Order: Coding-Materials, Audio-Visual Aids, and Microfiche (Bethesda, Md.: ERIC Document Reproduction Service, ED 088 426, 1973), p. 1.

6. Ibid., p. 8.

7. Ibid., pp. 1-14.

8. Ilene Rewerts, "Print-out for Progress," Wisconsin Library Bulletin 73 (May-June 1977):119.

9. Rose Holmes and Nancy Rusch. Organizing Audio-Visual Instructional Materials in the Madison Public Schools (Bethesda, Md.: ERIC Document Reproduction Service, ED 062 260, 1972), pp. 5-9.

10. Iris Glidden, "Automation for Media Centers?" Wisconsin Library Bulletin 73 (May-June 1977):115-17.

11. Pierre Gavin, "Automation of Cataloguing: Some Effects on Library Organization," Unesco Bulletin for Libraries 31 (September-October 1977):229, 302.

12. S. Michael Malinconico, "The Display Medium and the Price of the Message," in Microforms and Library Catalogs: A Reader, ed. Albert J. Diaz (Westport: Microform Review, 1977), pp. 120, 121.

13. S. Michael Malinconico and Paul J. Fasana, The Future of the Catalog: The Library's Choices (White Plains: Knowledge Industry Publications, 1979), pp. 84-89.

14. Ibid., p. 60.

15. Paul D. Snyder, "Computers Output Microfilm," (Parts 1 & 2), Journal of Systems Management 25 (March, April 1974):12, 13, 16.

16. Phillip G. Wilk, "Converting to Computer Output Microfilms," in National Micrographics Association Annual Conference, Anaheim, Ca., Proceedings, Volume 24: Micro-active Systems for Information Involvement. ed. Ellen T. Meyer, (Silver Springs, Md.: National Micrographic Association, FS 22, 1975), pp. 696-701.

17. William R. Hawken, "Making Big Ones Out of Little Ones," Library Journal 102 (October 15, 1977):2127, 2131.

18. "Automated Cataloging: More or Less Staff Needed?" Library Journal 103 (February 15, 1978):415, 416.

19. Ibid.

20. D. H. Sanders, Computers in Society: An Introduction to Information Processing, 2nd ed. (New York: McGraw-Hill, 1977), pp. 232-233.

21. Jan A. Coleman and Dorothy A. Spencer, "Simplify Medical Tape Cataloging with Computers," Educational and Instructional Television 4 (November 1972):14.

22. Carl E. Snow, Gary C. Lelvis, and Roberta J. Kovac, "Developing a Data Base for the Purdue AVC." Audiovisual Instruction 20 (October 1975):20, 21.

23. J. W. Lawrey, J. M. Ryan, Alastair Carlyle, "Terminals and the Impact on Employee Motivation," Datamation 20 (October 1975):20, 21.

24. Brian Aveney and Mary Fischer Ghikas, "Reactions Measured: 600 Users Meet the COM Catalog." American Libraries 10 (February 1979):82, 83.

25. Steven Seokho CHWE, "A Study of Data Elements for the COM Catalog," Journal of Library Automation 12 (March 1979):94-97.

26. "Automated Cataloging: More or Less Staff Needed?" p. 416.

27. Margaret F. Maxwell, Handbook for AACR 2: Explaining and Illustrating Anglo-American Cataloguing Rules 2d ed. (Chicago: American Library Association, 1980), p. 170.

28. Pearce S. Grove, Nonprint Media Guidelines, Bethesda, Md.: (ERIC Document Reproduction Service, ED 077 212, 1973), p. 7.

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Snow, Carl E.; Lelvis, Gary, C.; and Kovac, Roberta J. "Developing a Data Base for the Purdue AVC." Audio-visual Instruction 20 (October 1975):20, 21.

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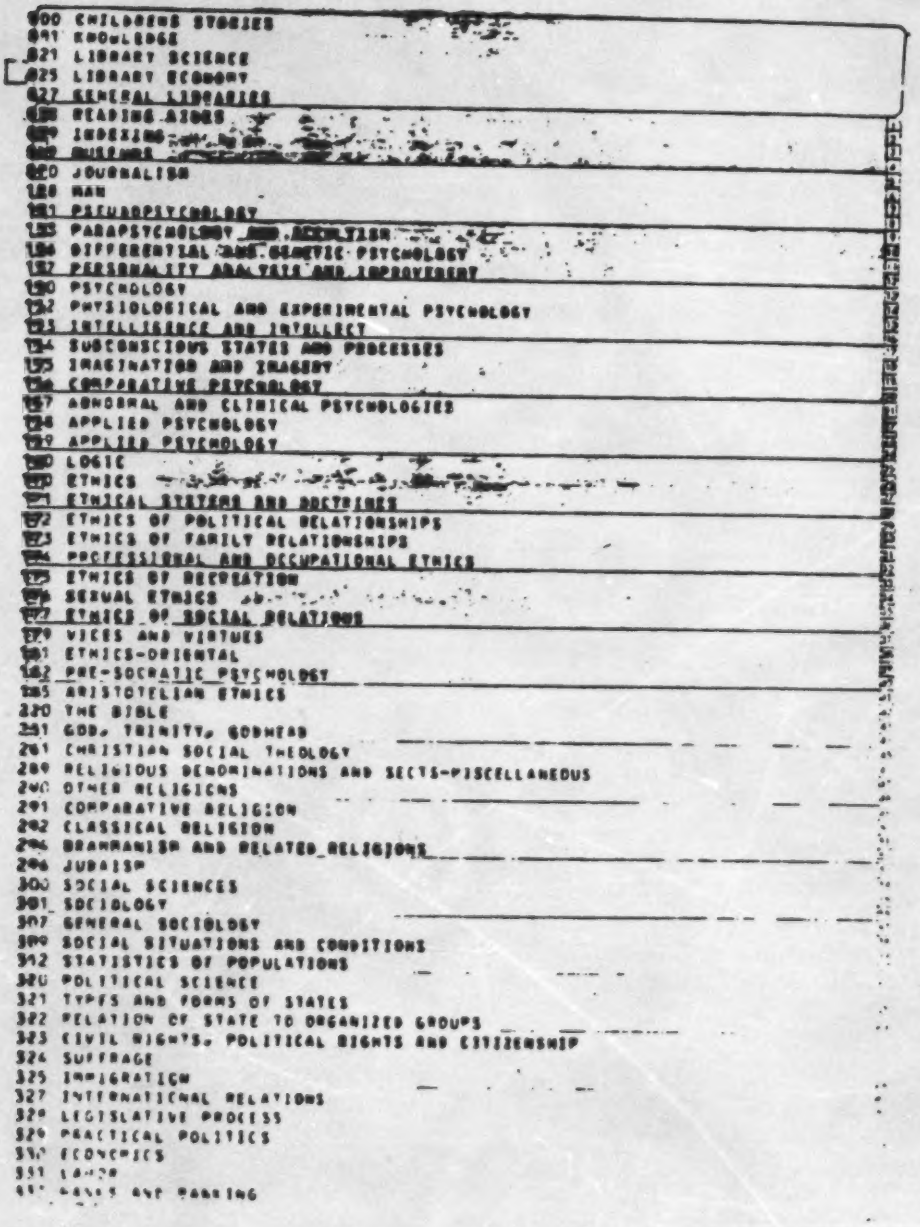
APPENDICES

APPENDIX 1

The Catalog Format

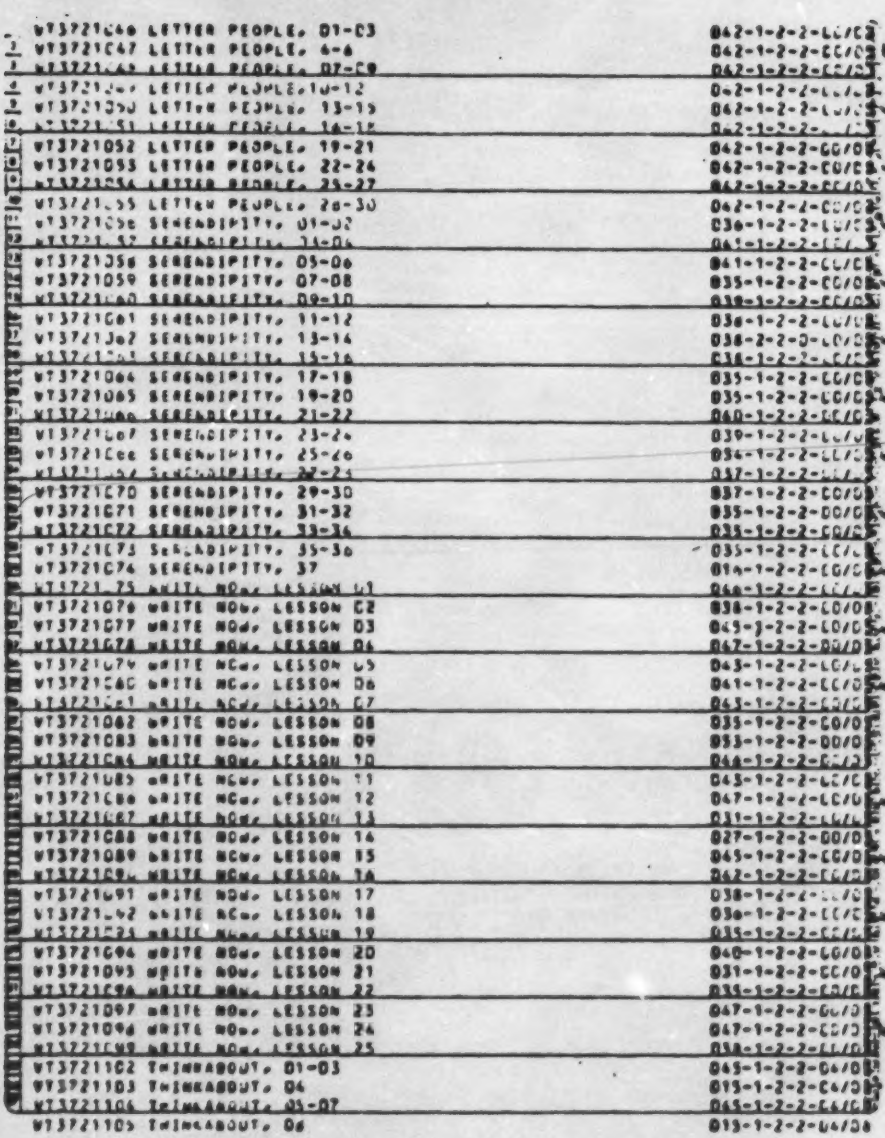
Table 1. Subject index.



APPENDIX 1

The Catalog Format

Table 2. Dewey number subject list.



APPENDIX 1

The Catalog Format

Table 3. Alphabetical title list.

ART AND ARTISTS, 01-03 — FITS
VT-701-1-001 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALTIES .CONTENTS:I-LUIS CARLOS RODRIGUES,COMMERCIAL PAINTING; II-HAL REIDIGAN,PAINTER; III-HARRIS KEMPER,PAINTER AND SCULPTOR

ART AND ARTISTS, 04-06 — FITS
VT-701-1-002 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALTIES.CONTENTS: IV-BOB SINGLETON,PAINTER; V-BOT BOOTH,PAINTER VI-ELSIE SHAW,SCULPTOR AND PAINTER.

ART AND ARTISTS, 07-09 — FITS
VT-701-1-003 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTIST DEMONSTRATING THEIR SPECIALTIES.CONTENTS:VII-EDDIE WASCHBAK,SCULPTOR;VIII-LARRY JONES, METAL SCULPTOR;IX-AL HIGGIN,DESIGNER AND INDUSTRIAL SCULPTOR

ART AND ARTISTS, 10-12 — FITS
VT-701-1-004 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALITIES.CONTENTS X-DALE AMLUND,THEATRE SET DESIGN;XI-ROBERT MCGARRY,INDUSTRIAL DESIGN;XII-WARREN ARNETT,INTERIOR DESIGN.

ART AND ARTISTS, 13-15 — FITS
VT-701-1-005 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTIST DEMONSTRATING THEIR SPECIALITIES.CONTENTS:XIII-CAROLYN AIPHUT,COMMERCIAL ARTIST; XIV-RUDOLPH NORIS AND WANDA KEMPER STAINED GLASS ARTISTS;XV-STEPHAN JEPPSON,POTTER.

ART AND ARTISTS, 16-18 — FITS
VT-701-1-006 — 020-1-2-2-04/13

THIRTY-THREE 20 MIN.LESSONS BY CREATIVE ARTISTS DEMONSTRATING THEIR SPECIALITIES.CONTENTS:XVI-HELEN BENNETT POTTER;XVII-LOWELL LOTSPEICH,ARCHITECT,XVIII-GLENN HERBERT,LANDSCAPE ARCHITECT.

APPENDIX 1

The Catalog Format

Table 3. (cont'd).

EXPLORATIONS IN SHAKESPEARE, 05.07 FITS
VT-822-1-001 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENTS:
I-RICHARD II-HOW TO KILL THE KING, II-HENRY IV MAKING OF THE IDEAL KING

EXPLORATIONS IN SHAKESPEARE, 05.04 FITS
VT-822-1-002 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENT:
III-CORIOLANUS-THE PEOPLE'S CHOICE, IV-TROILUS AND CRESSIDA-WAR,WAR, GLORIOUS WAR.

EXPLORATIONS IN SHAKESPEARE, 05.06 FITS
VT-822-1-003 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENT:
V-ANTONY AND CLEOPATRA-THE WORLD WELL LOST, VI-AS YOU LIKE IT-DOING YOUR OWN THING.

EXPLORATIONS IN SHAKESPEARE, 07.08 FITS
VT-822-1-004 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENT:
VII-ROMEO AND JULIET-THE WORDS OF LOVE, VIII-OTHELLO-AN ANTONY OF A MARRIAGE.

EXPLORATIONS IN SHAKESPEARE, 09.10 FITS
VT-822-1-005 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENT:
IX-HAMLET-THE TROUBLE WITH HAMLET, X-MCBETH-NOTHING IS BUT WHAT IS NOT.

EXPLORATIONS IN SHAKESPEARE, 11.12 FITS
VT-822-1-006 046-1-2-2-09/12

SERIES OF TWELVE LESSONS ON SHAKESPEARIAN LITERATURE.CONTENT:
XI-KING LEAR-WHO IS IT CAN TELL ME WHO I AM, XII-THE TEMPEST-O BRAVE NEW WORLD.

EXPLORATIONS IN SHAW, 01.02 FITS
VT-822-1-007 056-1-2-2-09/12

EXPLORES THE LIFE AND WORKS OF GEORGE BERNARD SHAW BY EXAMINING THE [illegible] OF SHAW'S WORK.CONTENTS:LESSON 1-PARENTS AND CHILDREN.029 MIN LESSON 2-MOST EDUCATED MAN IN THE WORLD.029 MIN.

APPENDIX 2

Computer Outputs

Table 4. Master list.

PGM'R NAME	SUB	STCH	SEQ.	COPY	TITLE
WT	372	1	075	01	WRITE NEW, LESSON 1
WT	372	1	076	01	WRITE NEW, LESSON 2
WT	372	1	077	01	WRITE NEW, LESSON 3
WT	372	1	078	01	WRITE NEW, LESSON 4
WT	372	1	079	01	WRITE NEW, LESSON 5
WT	372	1	080	01	WRITE NEW, LESSON 6
WT	372	1	081	01	WRITE NEW, LESSON 7
WT	372	1	082	01	WRITE NEW, LESSON 8
WT	372	1	083	01	WRITE NEW, LESSON 9
WT	372	1	084	01	WRITE NEW, LESSON 10
WT	372	1	085	01	WRITE NEW, LESSON 11
WT	372	1	086	01	WRITE NEW, LESSON 12
WT	372	1	087	01	WRITE NEW, LESSON 13
WT	372	1	088	01	WRITE NEW, LESSON 14
WT	372	1	089	01	WRITE NEW, LESSON 15
WT	372	1	090	01	WRITE NEW, LESSON 16
WT	372	1	091	01	WRITE NEW, LESSON 17
WT	372	1	092	01	WRITE NEW, LESSON 18
WT	372	1	093	01	WRITE NEW, LESSON 19
WT	372	1	094	01	WRITE NEW, LESSON 20
WT	372	1	095	01	WRITE NEW, LESSON 21
WT	372	1	096	01	WRITE NEW, LESSON 22
WT	372	1	097	01	WRITE NEW, LESSON 23
WT	372	1	098	01	WRITE NEW, LESSON 24
WT	372	1	099	01	WRITE NEW, LESSON 25

APPENDIX 2

Computer Outputs

Table 4. (cont'd).

COOP	TIME	PLS	C/A CLR	SUB	LEV	CB	VR	VR
PITS	046	1	2	2	00-05	6	80	85
PITS	038	1	2	2	00-05	6	80	85
PITS	045	1	2	2	00-05	6	80	85
PITS	047	1	2	2	00-05	6	80	85
PITS	043	1	2	2	00-05	6	80	85
PITS	041	1	2	2	00-05	6	80	85
PITS	043	1	2	2	00-05	6	80	85
PITS	035	1	2	2	00-05	6	80	85
PITS	053	1	2	2	00-05	6	80	85
PITS	046	1	2	2	00-05	6	80	85
PITS	043	1	2	2	00-05	6	80	85
PITS	047	1	2	2	00-05	6	80	85
PITS	031	1	2	2	00-05	6	80	85
PITS	027	1	2	2	00-05	6	80	85
PITS	045	1	2	2	00-05	6	80	85
PITS	042	1	2	2	00-05	6	80	85
PITS	036	1	2	2	00-05	6	80	85
PITS	036	1	2	2	00-05	6	80	85
PITS	035	1	2	2	00-05	6	80	85
PITS	040	1	2	2	00-05	6	80	85
PITS	031	1	2	2	00-05	6	80	85
PITS	035	1	2	2	00-05	6	80	85
PITS	047	1	2	2	00-05	6	80	85
PITS	047	1	2	2	00-05	6	80	85
PITS	038	1	2	2	00-05	6	80	85

APPENDIX 2

Computer Outputs

Table 5. Delivery list.

AV004 PINELLAS COUNTY SCHOOL BOARD 02/11/81

DELIVERY LIST

SHIP DATE 02/13/81 ROUTE

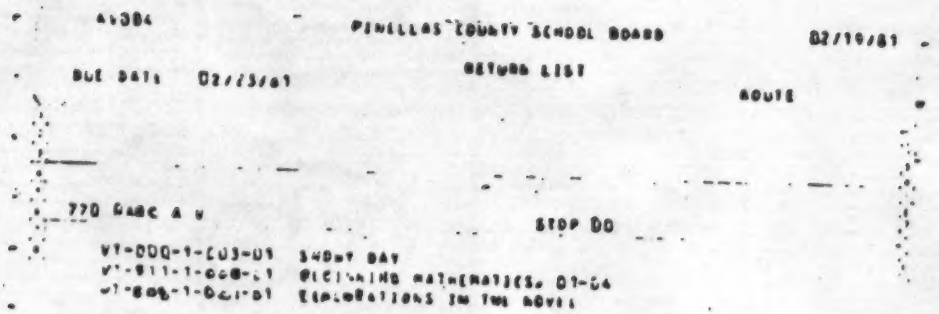
770 PARC A V STOP 00 DUE

VT-000-1-003-01	SNOWY DAY	02/23/81
VT-511-1-004-01	BEGINNING MATHEMATICS, 01-04	02/23/81
VT-808-1-005-01	EXPLORATIONS IN THE NOVEL	02/23/81

APPENDIX 2

Computer Outputs

Table 6. Return list.



APPENDIX 2

Computer Outputs

Table 7. Usage list by school.

08/19/81 PINELLAS COUNTY SCHOOL BOARD AUDIT

VIDEO TAPE USAGE BY SCHOOL

ELEMENTARY SCHOOLS

SCH BOK		TOTAL PRIMARY	BOOKINGS ALIEN	BOOKINGS TOTAL
015	BAUDER ELEMENTARY	1	0	1
027	BLAU CREEK ELEMENTARY	1	0	1
081	CROSS BAYOU ELEMENTARY	9	0	9
086	CURTIS ELEMENTARY	2	0	2
107	DUNEDIN ELEMENTARY	6	0	6
113	EISENHOWER ELEMENTARY	7	0	7
121	FAIRMOUNT PARK ELEMENTARY	1	0	1
181	HIGH POINT ELEMENTARY	3	0	3
214	LEALMAN AVE ELEMENTARY	14	0	14
225	MADEIRA BEACH ELEMENTARY	9	0	9
243	MILDRED HELMS ELEMENTARY	1	1	2
269	NORTH SHORE ELEMENTARY	1	0	1
307	OZONA ELEMENTARY	10	0	10
345	PEPPO ELEMENTARY	7	0	7
385	SAN JOSE ELEMENTARY	1	0	1
396	SEVENTY FOURTH ST ELEM	1	0	1
417	SKYVIEW ELEMENTARY	6	0	6
428	SOUTH GRAD ELEMENTARY	3	0	3
433	STANLEY ELEMENTARY	6	0	6
	TOTALS	89	1	90

APPENDIX 2

Computer Outputs

Table 7. (cont'd).

LZ71-V-1 PINELLAS COUNTY SCHOOL BOARD AVLU7

VIDEO TAPE USAGE BY SCHOOL

MIDDLE SCHOOLS

SCH NBR		TOTAL BOOKINGS PRIMARY	ALTER.	TOTAL
017	BAY POINT MIDDLE SCHOOL	8	0	8
334	CLEARWATER COMP MIDDLE	2	0	2
128	DUNCAN FITZGERALD MIDDLE	21	1	22
183	KENNEDY MIDDLE SCHOOL	7	0	7
014	LARGO MIDDLE SCHOOL	2	1	3
220	MADEIRA BEACH MIDDLE	2	0	2
232	MEACHAM MIDDLE SCHOOL	12	1	13
200	OAK GROVE MIDDLE SCHOOL	1	0	1
341	PINELLAS PARK MIDDLE	4	0	4
358	RIVIERA MIDDLE SCHOOL	11	1	12
374	SAFETY HARBOR MIDDLE	10	2	12
393	SEMINOLE MIDDLE SCHOOL	6	0	6
	TOTALS	86	6	92

APPENDIX 2

Computer Outputs

Table 7. (cont'd).

PINELLAS COUNTY SCHOOL BOARD

VIDEO TAPE USAGE BY SCHOOL

HIGH SCHOOLS

SCH NBR		TOTAL PRIMARY	BOOKINGS ALTER	TOTAL
043	BOCA CIEGA SENIOR HIGH	4	1	5
071	CLEARWATER SENIOR HIGH	14	1	15
163	DIXIE HOLLINS SENIOR HIGH	6	0	6
166	DUNEDIN SENIOR HIGH	4	0	4
193	GIBBS SENIOR HIGH	9	0	9
203	LAKEWOOD SENIOR HIGH	7	0	7
204	LARGO SENIOR HIGH	17	1	18
242	NORTHEAST SENIOR HIGH	14	0	14
278	PINELLAS PARK SENIOR	7	0	7
362	ST PETERSBURG SENIOR HIGH	3	0	3
367	SEMINOLE SENIOR HIGH	7	0	7
667	COUNTRYSIDE HIGH SCHOOL	31	1	32
	TOTALS	123	4	127

APPENDIX 2

Computer Outputs

Table 7. (cont'd).

02/17/81 PINELLAS COUNTY SCHOOL BOARD AVD.7

VIDEO TAPE USAGE BY SCHOOL

EXCEPT ED CENTERS

SCH NBR		TOTAL PRIMARY	BOOKINGS ALTER	BOOKINGS TOTAL
258	NINA HARRIS EX ED CENTER	2	0	2
21V	SAFETY HARBOR EX ED CTR	1	0	1
	TOTALS	3	0	3

APPENDIX 2

Computer Outputs

Table 7. (cont'd).

02/19/81 PINELLAS COUNTY SCHOOL BOARD ADULT

VIDEO TAPE USAGE BY SCHOOL

OTHER USES

SCH NBR		TOTAL PRIMARY	BOOKINGS ALTER	TOTAL
247	MIROJO LAKE ADULT CENTER	0	0	0
380	ST. PETERSBURG VOC TECH	4	0	4
551	SECONDARY EDUCATION	4	0	4
650	LEILA DAVIS ELEMENTARY	2	0	2
770	PARK A.V.	0	0	0
778	MISC FREE FILMS A V	7	0	7
	TOTALS	11	0	11
	COUNTY TOTALS	334	11	345

APPENDIX 2

Computer Outputs

Table 8. Usage list by producer.

02/19/81 PINELLAS COUNTY SCHOOL BOARD AVAIL

VIDEO TAPE USAGE BY PRODUCER

PRO-DUCER	TITLE	CPYS	TOTAL RECORDINGS PRI	ALT	TOT	UNS
FITS	WRITE ON, 41-50	1	2	0	2	
FITS	WRITE ON, 51-60	1	1	0	1	
FITS	ZEBRA WIRES, 01-02	1	0	0	0	
FITS	ZEBRA WIRES, 03-04	1	1	0	1	
FITS	ZEBRA WIRES, 05-06	1	0	0	0	
FITS	ZEBRA WIRES, 07-08	1	0	0	0	
FITS	ZEBRA WIRES, 09-10	1	1	0	1	
FITS	ZEBRA WIRES, 11-12	1	0	0	0	
FITS	ZEBRA WIRES, 13-14	1	1	0	1	
FITS	ZEBRA WIRES, 15	1	0	0	0	
	TOTALS	444	215	8	223	

APPENDIX 2

Computer Outputs

Table 9. Usage list by title.

PINELLAS COUNTY SCHOOL BOARD

VIDEO TAPE USAGE BY TITLE

TITLE	FILM NBR	TOTAL BOOKINGS PRI	ALT	TOT	UNS
WELLSPRINGS	VT-574-1-001-01	1	0	1	
WHAT IS ESSENTIAL IS INVISIBLE TO	VT-3C1-1-002-01	6	0	6	
WHAT'S GOOD TO EAT	VT-841-1-002-01	0	0	0	
WITH LIBERTY AND JUSTICE FOR ALL 1	VT-973-1-001-01	0	0	0	
WITH LIBERTY AND JUSTICE FOR ALL 1	VT-973-1-004-01	0	0	0	
WITH LIBERTY AND JUSTICE FOR ALL 5	VT-973-1-002-01	0	0	0	
WITH LIBERTY AND JUSTICE FOR ALL 9	VT-973-1-003-01	0	0	0	
WOMEN OF RUSSIA	VT-914-1-001-01	0	0	0	
WORDSWORTH 01-04	VT-372-1-019-01	1	0	1	
WORDSWORTH 01-04	VT-372-1-019-02	0	0	0	
WORDSWORTH 01-04	VT-372-1-019-03	0	0	0	
WORDSWORTH 05-08	VT-372-1-020-01	1	0	1	
WORDSWORTH 05-08	VT-372-1-020-02	1	0	1	
WORDSWORTH 09-12	VT-372-1-021-01	2	0	2	
WORDSWORTH 09-12	VT-372-1-021-02	0	0	0	
WORDSWORTH 13-16	VT-372-1-022-01	0	0	0	
WORDSWORTH 17-20	VT-372-1-023-01	0	0	0	
WORDSWORTH 21-24	VT-372-1-024-01	0	0	0	
WORDSWORTH 21-24	VT-372-1-024-02	1	0	1	
WORDSWORTH 25-28	VT-372-1-025-01	1	0	1	
WORDSWORTH 29-32	VT-372-1-026-01	0	0	0	
WRITE NOW LESSON 01	VT-372-1-075-01	0	0	0	
WRITE NOW LESSON 02	VT-372-1-076-01	0	0	0	
WRITE NOW LESSON 03	VT-372-1-077-01	1	0	1	
WRITE NOW LESSON 04	VT-372-1-078-01	0	0	0	
WRITE NOW LESSON 05	VT-372-1-079-01	0	0	0	
WRITE NOW LESSON 06	VT-372-1-080-01	0	0	0	
WRITE NOW LESSON 07	VT-372-1-081-01	0	0	0	
WRITE NOW LESSON 08	VT-372-1-082-01	0	0	0	
WRITE NOW LESSON 09	VT-372-1-083-01	0	0	0	
WRITE NOW LESSON 10	VT-372-1-084-01	0	0	0	
WRITE NOW LESSON 11	VT-372-1-085-01	0	0	0	
WRITE NOW LESSON 12	VT-372-1-086-01	0	0	0	
WRITE NOW LESSON 13	VT-372-1-087-01	0	0	0	
WRITE NOW LESSON 14	VT-372-1-088-01	0	0	0	
WRITE NOW LESSON 15	VT-372-1-089-01	0	0	0	
WRITE NOW LESSON 16	VT-372-1-090-01	0	0	0	
WRITE NOW LESSON 17	VT-372-1-091-01	0	0	0	
WRITE NOW LESSON 18	VT-372-1-092-01	0	0	0	
WRITE NOW LESSON 19	VT-372-1-093-01	0	0	0	
WRITE NOW LESSON 20	VT-372-1-094-01	0	0	0	
WRITE NOW LESSON 21	VT-372-1-095-01	0	0	0	
WRITE NOW LESSON 22	VT-372-1-096-01	0	0	0	
WRITE NOW LESSON 23	VT-372-1-097-01	0	0	0	
WRITE NOW LESSON 24	VT-372-1-098-01	0	0	0	
WRITE NOW LESSON 25	VT-372-1-099-01	0	0	0	
WRITE ONE 01-10	VT-415-1-001-01	9	2	11	
WRITE ONE 11-20	VT-415-1-002-01	4	0	4	
WRITE ONE 21-30	VT-415-1-003-01	3	0	3	
WRITE ONE 31-40	VT-415-1-004-01	1	0	1	
WRITE ONE 41-50	VT-415-1-005-01	2	0	2	
WRITE ONE 51-60	VT-415-1-006-01	1	0	1	
ZEUSA 01-02	VT-153-1-001-01	0	0	0	
ZEUSA 03-04	VT-153-1-002-01	1	0	1	
ZEUSA 05-06	VT-153-1-003-01	0	0	0	
ZEUSA 07-08	VT-153-1-004-01	0	0	0	

APPENDIX 2

Computer Outputs

Table 10. Container labels.

ROUTE 2- 4 VT-384-1-001-01
VIDEOTAPE NOTEBOOK, LESSONS 1-3

208 LARGO SENIOR HIGH
DELIV. 02/13/81 DUE 02/18/81

ROUTE 3-12 VT-780-1-004-01
MUSIC, 7 AND 8

358 RIVIERA MIDDLE SCHOOL
DELIV. 02/13/81 DUE 02/23/81

ROUTE 4- 2 VT-372-1-051-02
LETTER PEOPLE, 16-18

343 PLUMB ELEMENTARY
DELIV. 02/13/81 DUE 02/18/81

ROUTE 5-16 VT-780-1-001-01
MUSIC, 1 AND 2

017 BAY POINT MIDDLE SCHOOL
DELIV. 02/13/81 DUE 02/18/81